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Discipline: An interpersonal approach for elementary school teachers in Ghana

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DISCIPLINE: AN INTERPERSONAL APPROACH FOR

ELEMENTARY SCHOOL TEACHERS IN GHANA

A Project

Presented to the

Faculty of

California State University,

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In Partial Fulfillment

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in

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by

Daniel Amponsah-Amfo

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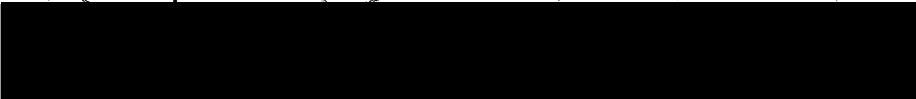_____

By

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December 1997

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ABSTRACT

Since the late 1960's, when education became free and
compulsory for all elementary schools in Ghana, discipline
has become a primary concern for the Ghana Education
Service, parents, and teachers. Teacher training colleges
in Ghana do not offer any instructional methods in how
to manage a classroom to ensure that there will be effective
discipline. There are also untrained teachers in the
educational system who contributed to the problem.
Therefore, the purpose of this project was to identify
and describe those classroom management strategies which
appear to have the greatest potential for effectiveness
within the Ghanaian context. Managerial strategies from
five approaches to classroom management—behavior
modification, instructional, intimidation, authoritarian,
and permissive were discussed in detail. A case was made
for each of these strategies that was appropriate, but
it became evident that Ghanaian teachers would have to
use several of the managerial approaches, as one approach
might not be a solution to each problem that a teacher
might encounter in the classroom.

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CHAPTER ONE

INTRODUCTION

Teaching may be viewed as one of the noblest professions ever assumed by men and women to deal with the human mind. In regard to this, care must be taken in the education of our children so as to provide a manner of instruction which calls forth the highest and noblest powers of the mind. Teachers and parents are not qualified to teach and train children if they have not learned the lessons of love, self-control, patience, and gentleness. As we look at teaching in this research, it must be noted that it consists of both instructional and behavior management. These two aspects of teaching, though related and independent, consist of different sets of behaviors. Instructional behaviors are teacher behaviors that are meant to deal directly with possible student achievement of specific instructional objectives. Managerial behaviors are those behaviors that are intended to facilitate student on-task behavior and, consequently, to facilitate effective and efficient instruction.

The most important role that classroom management plays is to make instruction effective so that it will yield positive results. With the increasing problems that teachers encounter in classrooms. It is important for them to have some knowledge of classroom management in order to deal with some of these problems. Hence, classroom

management is a basic tool for teachers to achieve success in their classrooms.

The importance of classroom management is supported by a growing body of research which reports the relationship between effective classroom management and desirable learner outcomes. Contributing to the study of teacher competence in classroom management, Weber (1977) has identified some approaches to classroom management. This paper will focus on a few of the approaches. These five strategies are: behavior modification, instructional, intimidation, authoritarian, and permissive approaches. Weber (1977) suggests that an in-depth study of the dynamics of these approaches will help teachers to cope with behavior problems in their classrooms. It should be understood that each of the approaches has advocates in writing and in practice. No one approach has been found to be a cure-all or do-all for classroom managerial problems. The teacher needs to sort out all the approaches and apply the composite that is applicable to a particular problem in producing a desirable condition that is suitable for learning.

A Brief History of Ghana

Ghana, the first independent country on the continent of Africa, has been inhabited almost continuously since the early Stone Age, some 500,000 years ago; succeeding populations left traces of their respective cultures in the form of various tools and sites. The first contact

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with Europe was made in 1471 when Portugese navigators

visited in search of gold, ivory, and species. They built

a stone fortress as a permanent trading post, which is

still known as Elimina Castle. It was in these castles

that Catholic missionaries from Portugal started their

first missionary schools, which became known as the castle

schools. The Portugese acquired so much gold in the country

that they named it the Gold Coast. In 1957, the Gold Coast

became an independent country, and it was renamed Ghana

after the ancient Sudanese Empire, which flourished between

the fourth and tenth centuries. On July 1, 1960, Ghana

became a Republic with the British Commonwealth of Nations

and adopted her educational practices. English is the

official language and is used as a medium of instruction

and also for commerce. The independence of Ghana brought

many challenges to her educational system, and with the

shortage of manpower, led to the establishment of many

elementary and secondary schools in the country that were

filled with many unqualified or untrained teachers.

Ghana Educational System

The content and structure of the educational systems

currently operating in the country are designed to make

every stage both terminal and continuing. Its purpose

is to orient the student psychologically to his/her

immediate environment and to provide him/her with the basic

knowledge and necessary skills to enable him/her to earn

a living in that environment. As such, the greatest

emphasis is laid on the study of languages, mathematics,

science, and cultural subjects with special reference to

the African heritage, as well as on practical agriculture

and vocational training.

The structure provides for a basic first cycle

education, free and compulsory for all. This starts with

a six-year primary course followed by three years at the

junior secondary level. The secondary level is intended

as a terminal course, though it also provides foundation

for those who are academically, technically, or vocationally

more capable to enter the second cycle, which offers a

choice of three terminal courses. Hence, teachers who

are trained in the nation's teacher training colleges

lacking instructions in classroom management are unable

to handle all the problems of the students in their

classrooms, since each child has his or her unique learning

problems.

The Nature and Scope of the Study

In the reviewing of competencies needed for elementary

school teachers to manage classroom behaviors, Anson (1977)

indicated that considerable research remains to be done

in former British colonies in West Africa to help specify

and consolidate classroom management approaches in the

educational setting and to link these approaches to the

appropriate former colony. Although the number of studies

of classroom management is increasing, a search of the
literature revealed that few studies concerning competencies
needed for elementary school teachers to manage classroom
behaviors have been conducted in Ghana elementary schools.
Kodonyo (1992) conducted an investigation of Ghana
elementary schools and recommended that further studies
on classroom management be conducted in Ghanaian elementary
schools.

The Problem

Political independence gave rise to Ghana implementing
her own educational policies to address her needs for
development. Ghana as a developing nation implemented
a new educational policy to increase the literacy rate
and provide manpower for leadership within the country.
Therefore, many schools at both elementary and secondary
levels, were established. To meet this demand, many
untrained teachers were employed by the Ghana Education
Service to meet her manpower demand. Because of this unique
program, teacher training colleges accepted anyone who
applied and exhibited the potential to study and become
a teacher. Pupil-teachers were also employed and had no
professional training. As a result of this practice,
parents and other concerned citizens did not hesitate to
make known their dissatisfaction with the quality of
education their children were receiving. They showed their
disappointment with teachers they believed to be

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incompetent, and they were either blamed or dismissed for their performance. On the other hand, teachers did not fail to make known their dissatisfaction of the system and their training. Inadequate training did not prepare them for the many problems they confronted daily in the classroom; for many, teaching became an unattractive vocation in the country.

The complaints of parents and students increased the problems of the teachers, and no meaningful solution was provided by either the Ghana Education Service or the Ministry of Education to help these poor teachers who were only trying to do their best. Classroom behavior became a major issue, and teachers turned to corporal punishment as a solution to their own unprofessional performance. Poor classroom management affected classroom instructions; many students were not able to perform well on national standardized tests, and student drop-out also increased. Therefore, the researcher is of the opinion that an understanding of classroom management and its application in the classroom by teachers will go a long way to improve Ghanaian education. The understanding in the various approaches--behavioral modification, instructional, authoritarian, intimidation, and permissive approaches--will help to minimize some of the problems.

Statement of the Problem

The purpose of this study was to investigate the

managerial approaches that will be appropriate to enhance

the competencies of Ghanaian teachers in the Ghana context.

Delimitation

This review of study was delimited to public elementary

schools in Ghana.

Limitation

1. The conclusion drawn from this review or study may

   apply with greater meaningfulness to elementary

   education in Ghana.

2. The accuracy of the review was limited by the degree

   to which there are published resources on behavior

   management or elementary schools in Ghana.

Definition of Terms

The following terms will be used in the study. These

definitions are intended to avoid ambiguity of meaning

and to ensure clarity of thought and understanding:

Ghana Education Service:

A governmental agency that oversees the day-to-day

planning and implementation of policies of the first and

second cycle schools in Ghana. It is headed by a Director-

General who is appointed by the president of the country.

Competence:

Being capable of demonstrating the ability to perform

at a high level and adequate to satisfy the requirements

of a specific position such as classroom teacher.

Certified Teacher:

A person employed by the education service to teach and who has received adequate teacher training from a teacher's college.

First Cycle:

A term used to refer to elementary schools.

Second Cycle:

A term used to refer to secondary schools.

Teacher Training Colleges:

Four-year institutions that specialize in training teachers for the first cycle institutions.

Pupil-Teacher:

An untrained teacher who has been hired temporary to teach in an elementary school.

CHAPTER TWO

BEHAVIOR MODIFICATION APPROACH

The advocates of the behavior modification approach define classroom management as "that set of activities by which a teacher promotes appropriate student behavior and eliminates inappropriate student behavior" (Weber, 1977). The advocates suggest that the theoretical assumptions of the behavioral modification approach are: (1) All behavior is learned--both appropriate and inappropriate. In this approach, four basic procedures are suggested, which are positive reinforcement, negative reinforcement, punishment, and extinction, which account for all learning at all ages and at all levels. (2) All students misbehave either because they have learned to behave inappropriately or they have not learned to behave appropriately. (3) Learning is controlled by events in the environment. Perrone (1994), contributing to this debate, suggests that teachers must be passionate about learning and respectful of students' points of view in the process of acquiring knowledge. Although teachers are still responsible for establishing operant structures and frameworks for learning subject matter in the classroom, they can decide when to maintain and relinquish control in order to foster choice and active learning in students. The behavior modification approach mandates that the major task of the teacher is to master and apply the four basic

principles of learning, which are positive reinforcement, negative reinforcement, punishment, and extinction identified by the behavioral psychologists. Thus, the characteristic behavior of a teacher who embraces the behavior modification approach are the use of positive and negative reinforcement to foster and increase desirable student behavior and the use of punishment and extinction procedures to decrease or eliminate undesirable behavior.

As used in psychology, the word "behavior" rarely carries the popular meaning of good or deportment toward others but almost solely denotes the actions and reactions of an organism toward its environment. Watson (1913), commenting on the issue, argued against psychologists' preoccupation with states of mind and feelings and advocated the study of the links between observable environmental events which are stimuli and behavior response. Skinner, who is recognized as the father of operating conditioning, ascertained that learning process is basically a matter of a stimulus and a reinforced response. The behavioral psychologists imply that all behaviors, whether appropriate or not, are learned.

Developmentally appropriate practice sometimes changes the rules about the ways in which students and teachers interact in the classroom (Wiske, 1994). We must also understand that sometimes learners can become teachers and teachers can become learners in the more generative

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constructive behavioral modification curriculum. Care

must be taken that teachers do not relinquish their

authority in the process (Dopyera and Dopyera, 1990), but

maintaining a climate of respect that enhances intellectual

growth does not mean that teachers and students share roles

as intellectual authorities in the process of uncovering

of knowledge.

A review of the literature on the application of

behavior modification to develop everyday classroom

management suggests that teachers use a variety of

techniques and procedures derived from the principles of

behavioral learning theory. A brief discussion of terms

associated with behavioral psychology will help teachers

understand behavioral principles as they apply to the

classroom.

Reinforcer

Behaviorism may be exclusively concerned with the

functional value of an event, whether that event is pleasant

or unpleasant. Children need success to build self-esteem,

and academic excellence in education cannot be achieved

by making children feel like failures (Greenberg, 1990).

Thus, if an event follows a response and the response is

repeated in the future, that event becomes a reinforcer.

That response is said to be reinforced because the

likelihood that it will occur in the future is increased

by the consequence, which is the reinforcer. A child who

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gets a candy for remaining in his seat for a period of
time may, most likely, remain in his seat in the future.
The candy serves as a reinforcer. A student who engages
in disruptive behavior because he wants the teacher's
attention may be asked to stand in front of the class.
Since the student succeeded in getting the attention he
wanted, the disruptive behavior is reinforced or rewarded.

Punisher

A punisher is an event which has a negative consequence
on a behavior with the result that the probability of that
behavior being repeated in the future is reduced. For
example, a student who misbehaves may be sent to the
principal's office for scolding. This experience may be
unpleasant to the student, and thus, the likelihood of
him/her repeating that behavior is reduced. Kameenui (1995)
states that using punishment, teachers must ask, "Is the
frequency of the behavior decreasing because of the
consequences?" And if it is not, the consequence is not
likely to be a punisher.

Primary Reinforcer

The term "primary reinforcer" could be explained as
an event which does not depend on prior association with
other reinforcers to have its reinforcing properties.
The primary reinforcer is an unlearned reinforcer. It
is further explained that the rewarding properties are
biographically determined and necessary to sustain life.

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Fennimore (1995) suggested that teachers who strive to
create classrooms in which these desires of children are
met are creating reinforcements of the strongest kind.
Children may enjoy food, trips, small gifts, and other
rewards that make their lives in school more pleasant.
Teachers can try to modify student behaviors for the better
by identifying rewards that the children truly enjoy and
then specify the goals to be met before those rewards are
made available.

Secondary Reinforcer

A secondary reinforcer can be explained to be an event,
stimulus, or object which depends on prior association
with other reinforcers to acquire its reinforcing
properties. It is also known as a learned reinforcer,
and examples of secondary reinforcers are a pat, a game,
or money. According to Charles (1981), the reinforcers
generally used by teachers in schools can be divided into
four groups, including social, graphic, activities, and
tangibles, which will be discussed separately in different
paragraphs.

Social Reinforcer

"A social reinforcer is a conditioned reinforcer which
is presented by other individuals within a social context"
(Sulzer and Mayer, 1972). Social reinforcers can be verbal;
for example, "Good, John!," or "I like that drawing."
Social reinforcers can also be non-verbal; for example,

a handshake. Kameenui (1995) maintains that verbal
communication in the classroom can be a powerful form of
reinforcer, but cautions that care must be taken else it
can be counter-productive if not used appropriately.

Graphic Reinforcer

Graphic reinforcers "include marks of various kinds,
such as numerals, happy faces, and special symbols.
Teachers make these marks with felt pens and rubber stamps"
(Charles, 1981). Teachers often record these on charts
and cards in various forms such as stars or punched holes.
Graphic reinforcers may be traded in for more tangible
and concrete reinforcers, such as candy, books, and free
time.

Tangible Reinforcers

Tangible reinforcers include objects, edibles, or
certificates which a teacher makes accessible to the
students as a reinforcing consequence of the students'
desirable behavior. They can be both primary reinforcers
like edible items, as mentioned earlier, or secondary
reinforcers like certificates (Froyen, 1993).

Positive Reinforcement

Positive reinforcement is the introduction of a
pleasant stimulus, event, or object contingent upon the
demonstration of a given behavior which results in
increasing the probability of repetition of that behavior
in the future. Positive reinforcement is one of the vital

tools of behavior modification. Behavior modification
requires the teacher to reinforce student responses which
facilitate on-task behavior while helping the student to
see the behavior being reinforced. Positive reinforcement
is useful for changing, increasing, and sustaining
behaviors. According to Clarizo (1980), there are three
vital factors in the use of reward. Teachers have to decide
how often they should administer the reward, when to give
it, and type of reward to use. The frequency factor
identified by Clarizo (1980) may be clarified by a brief
discussion of the schedules of reinforcement.

Schedules of Reinforcement

"A schedule of reinforcement refers to the manner
in which a reinforcer is made contingent upon a response.
One can vary the number of responses between reinforcers
or the time between reinforcers" (O'Leary and O'Leary,
1972). In a continuous reinforcement, schedule is the
ratio schedule. Under a ratio schedule, the teacher
reinforces a student with the demonstration of a behavior
a certain number of times. When the number of responses
necessary for reinforcement is held constant, it is said
to follow a fixed-ratio schedule. When the number of
responses necessary for the behavior to be rewarded is
not constant, the behavior is said to be rewarded on a
variable ratio basis.

The second factor of the use of reward identified

by Clarizo (1980) is when to reward a response requires

a teacher to decide whether he or she wants to reward when

a student exhibits a behavior.

The Premack Principle

The Premack principle, often referred to as "Grandma's

rule," is another effective reinforcement technique. This

principle states that engagement in a less preferred

behavior should be required before a high preferred behavior

is made available. An example of this is a student who

is allowed to play a game after completing mathematics

problems (Homme, 1970).

Modeling

Modeling is a form of social learning whereby a

behavior is learned by imitating someone else's behavior.

It is one of the procedures that behavioral psychologists

advocate as effective in teaching a new behavior or existing

behavior. Besides facilitating the acquisition of a new

behavior, modeling can inhibit the effects on old behavior

and can change the hierarchy priorities. And Charles (1981)

suggests:

> Modeling comes from various sources. It can
> be established quickly at a high level using
> live models that are attractive, prestigious,
> expert and enthusiastic. Graphic and tangible
> models motivate highly when they are novel
> colorful, and clear. Motivation is maintained
> through advanced organization, vicarious and
> direct reinforcement, student enjoyment, and
> obvious worth of what is being learned.

Shaping

Shaping is the process of teaching a new behavior through selective reinforcement of progressive approximations of the target behavior. It is a control procedure in teaching both academic and social behaviors because some difficult behaviors cannot always be achieved in a single effort; thus, there is a need to progress from simple to complex elements of such behaviors (Kameenui, 1991).

Fading

In the learning process, fading is the continuous and consistent reinforcement of a target behavior, while the discriminative behaviors are gradually and progressively removed. Behavioral psychologists believe that a student who has exhibited a behavior with the help of cues can effectively be made to exhibit that same behavior with few cues if the fading technique is well administered (Englander, 1986).

Token Reinforcement Systems

The teacher who uses the token reinforcement system rewards students who engage in specific desirable behaviors by offering tokens such as stars, checkmarks, and stickers. Students can later trade in tokens earned for tangible reinforcers, like decorating the classroom and caring for a class pet. Brown and Avery (1974) identified the pairing of tokens used in the classroom with back-up reinforcers

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as the central aspect of the token reinforcement systems.
Froyen (1993) suggests that "combining token reinforcers
with tangible activity and privilege reinforcers produces
an inexhaustible number of appealing alternatives for
improving a student's behavior."

Behavior Contracting

Behavior contracting can be described as the process
whereby a teacher and a student make an effort to discuss
a student's behavior patterns and arrive at an agreement
that certain consequences will automatically and
indisputably follow certain behaviors. The Premack
principle is inherent in this behavior modification
procedure. Homme (1970) listed three basic types of
contracts differentiated by the procedures used in setting
the terms. Terms of the contract can be set by the teacher,
the student, or by both parties. These terms include the
specification of the amount of tasks to be done, the
condition under which each task is to be performed, and
the ensuing consequences.

Negative Reinforcement

Negative reinforcement is the removal of the aversive
stimuli in order to increase the probability that more
desirable behaviors will occur in the future. That means
any negative reinforcement that interferes significantly
with the ability of the student to function successfully
in the classroom becomes questionable, if for no other

reason than it does not achieve any positive outcome
(Bellon, Bellon, and Blank, 1992). An example of such
a situation will be a student who cannot take part in any
activity he/she prefers due to his or her performance on
a test, but who may have access to that activity when he
or she performs satisfactorily on a test in the future.
In such a situation, the student has been negatively
reinforced and the aversive stimulus of not participating
in an activity has been lifted. The chances that the
student will perform on future tests is increased.

Punishment

Punishment is certainly an option in the overall design
of classroom management, and sometimes appears to be the
most sensible and meaningful intervention, yet it is also
seen as an introduction of an aversive stimulus in order
to decrease the probability that a given behavior will
be repeated. Kameenui and Simmons (1990) also suggest
that punishment in instructional classroom management is
used primarily as a transitional tool. For instance, a
student who constantly puts his head on a desk may have
that desk removed. Taking the desk from the student
punishes him or her for putting his/her head on the desk.
Teachers in their instructional process must be made aware
that punishment practices and procedures, however, do not
have to be used for corporal harm. Because of its moral
and ethical justification, punishment is a very sensitive

and controversial issue.

Weber (1977) cites three viewpoints regarding how punishment is frequently used. Firstly, the appropriate use of punishment is highly effective in eliminating inappropriate student behavior. Secondly, the judicious use of punishment in limited types of situations can have desirable short-term effects on student behavior, but the risk of negative effects requires its use to be carefully monitored. Thirdly, the use of punishment should be avoided completely, because students' behavior can be dealt with just as effectively with other techniques that do not have the potential negative side effects of punishment.

Those who argue that punishment should be avoided cite the following disadvantage, "that punishment does not teach new appropriate behavior but it only informs students of inappropriate behavior and promotes more severe undesired behaviors such as counteract, aggression, negative peer relations, negative self-image, and detrimental to the student-teacher relationship" (Sulzer and Mayer, 1972). The advantages of punishment can only be achieved with short-term use. In addition, it helps to eliminate behavior problems while also giving the teacher the time to modify the instructional program. Thus, in turn, it gives the teacher greater opportunities for instruction and reinforcement. And if a teacher uses punishment indiscriminately, over an extended period of time, the

potential for abuse is greatly increased (Kameenui and
Simmons, 1990).

Extinction

Extinction can be defined as the selective withholding
of students' anticipated rewards for a specific behavior.
This procedure is based on the assumption that a behavior
is maintained by its supportive consequences. So, if the
consequences of a behavior are withheld, that behavior
should be expected to be reduced or eliminated. Coupling
enhances the extinction process by ignoring inappropriate
behavior while rewarding appropriate alternative behavior.
Though the extinction process is a lengthy one, systematic
and consistent application of extinction procedures by
teachers does not modify student behavior. Whenever the
positive reinforcers for a person's voluntary behavior
pattern are removed or cease to exist, the person will
begin to discontinue that behavior pattern. We need to
understand that students begin to break habits when they
discover those habits are no longer rewarding. A student
voluntarily establishes a particular behavior pattern only
in the presence of positive reinforcers (Cangelosi, 1988).

Time-out

"Time-out is the removal of a reward from the student
or the removal of the student from the reward" (Weber,
1977). Though time-out resembles extinction, it differs
from extinction because it involves a change in environment.

For the procedure to be effective, the teacher should be
brief and should not use time-out as an aversive stimulus,
rather he or she should keep the duration of the student's
removal brief, and endeavor to provide the student with
a desirable alternative behavior.

Response Cost

"Response cost refers to the contingent withdrawal
of specific amounts of reinforcers and the removal of a
certain number of tokens, the imposition of a fine . .
. are illustrations of response cost" (Sulzer and Mayer,
1972). The use of response cost in the school setting
is often restricted to the removal of secondary or
conditioned reinforcers such as tokens, grades, or points.
A merit system that generates reinforcers rather than a
demerit system that takes them away is more desirable
because the awarding of a reinforcer is usually a more
effective procedure than giving a "bad mark" or negative
points.

Clarizo (1980) listed three variations on the response
cost method: consequences which are arbitrarily designed;
consequences which are logically arranged; and consequences
which are naturally occurring. For response cost to be
used effectivley, the teacher should give students the
opportunity to accumulate tokens which are supported by
back-up reinforcers. This will motivate the students to
work to avoid the loss of tokens and points. This is to

avoid frustrating the students, making them give up trying

to earn, retain, or accumulate tokens, grades, or points.

The rules of the game should be communicated to the

students, and they should take part in the contingencies

system. For instance, the teacher can have them participate

in recording the points, tokens, or grades. One advantage

of response cost is its effectiveness in reducing students'

inappropriate behavior because students want to enjoy the

back-up reinforcers and do not want to lose tokens or

points.

Application of Behavior Modification

in Ghana

These techniques of the behavior modification approach

to classroom management are susceptible to

misinterpretation. Teachers in Ghana need to know the

theoretical basis for each of the procedures, as well as

the correct means for applying these procedures in their

daily interaction with students. Positive reinforcement,

which is one of the behavior modification strategies, is

a critical technique for Ghanaian teachers to have in their

repertoires. According to Charles (1981), Skinner found

that reinforcement works better than punishment in teaching

new behaviors and in maintaining already acquired ones.

The effective use of positive reinforcement facilitates

the teacher's maintenance of control and order in a

classroom setting characterized by a warm, supportive,

and positive atmosphere instead of a cold, harsh, and

punitive one. Ghanaian students deserve the opportunity

to feel good about themselves as they pursue their academic

work and social interactions. When a student's experiences

in school are pleasant, his interests in school are

stimulated. Ghanaian teachers should remember the three

factors in the use of reward identified: (1) how often

students are to be rewarded; (2) when they are to be

rewarded; and (3) the types of rewards to be used (Clarizo,

1980). Though the use of the continuous reinforcement

schedule is desirable in the early stages of behavior

acquisition, the intermittent schedule is more beneficial

to Ghanaian students once they have passed the initial

stage of acquiring a new behavior. The use of variable

interval and variable ratio schedules is preferable in

Ghanaian schools to the use of fixed interval and fixed

interval ratio schedules. Students must be able to delay

gratification. If appropriate behavior is internalized

by students in school, a strong likelihood exists

that this habit will persist after they leave school.

Showing approval and rewarding desirable student

behavior by Ghanaian teachers will be welcomed in schools.

Students will find this strategy encouraging and satisfying.

Due to the basic human desire to be respected and liked,

students will strive to maintain appropriate behaviors

because they have been made to realize that they benefit

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from appropriate behavior. However, if the teacher fails to reward appropriate behaviors, students may become frustrated and revert to undesirable behaviors. It is said that a child lives by what he learns. So a student who receives praise for behaving appropriately should then be generous in praising other people for their good behavior. Generosity with praise is desirable in Ghana because a tendency exists to be stingy with praising but swift with blaming.

The technique of shaping is another behavior modification strategy desirable for Ghanaian teachers to acquire for their repertoire. Teachers must remember that, if they wait for students to perfect behaviors before offering rewards, students may never attain the target behaviors. They may get discouraged or frustrated somewhere along the line. But if they receive rewards for progressive approximations of terminal desirable behaviors, they will be encouraged to continue making progress until the desired target behaviors are achieved. Shaping will enable teachers to avoid being too demanding and fastidious--attitudes which stunt the growth of students.

The use of the fading process is valuable to the Ghanaian teacher and the nation at large. The Ghanaian students will profit from spontaneous emission of appropriate behavior without depending on prompts, cues, and external directions. Teachers need to continue

rewarding the terminal goal while the discriminative
stimuli, which temporarily occasioned the behavior in the
acquisition phase, are gradually and progressively reduced.
Ghana will benefit from youths who are autonomous and
intrinsically motivated because, when they become adults,
their self-reliance and initiative will help advance the
nation. The country can do without citizens who depend
on prompts and cues from external sources.

The use of behavior contracting by the Ghanaian
teachers will foster students' participation and involvement
in setting parameters for appropriate behavior. The ensuing
consequences of behavior will enable students to realize
that when one behaves in a certain way, certain consequences
follow. The discussion and interaction between students
and teachers during the contract setting help students
realize the fairness of the consequences. They will no
longer see them as punishment. Modeling techniques can
also be of help to the Ghanaian teacher. Teachers need
to be aware of the fact that students learn a great deal
through observation. Hence, teachers need to be aware
of how they interact with students in the classroom and
how they themselves behave, because students are learning
while they watch. It is not unusual for Ghanaian teachers
to feel that they have the right to behave in any way they
choose because they are the teachers and adults in the
school. They need to know that they are live models to

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other students. Students will imitate teachers if they

find them stimulating and prestigious.

The knowledge and application of negative reinforcement

strategies in Ghanaian classrooms are appropriate. The

removal of aversive stimuli, as a result of students'

desirable behaviors, will be reinforcing. Students will

be motivated to behave appropriately because they will

want aversive stimuli removed. Relief from the effects

of stimulus release tension from students. This will,

in turn, stimulate learning because students will be better

disposed toward learning. As students realize that

appropriate behavior relieves unpleasant situations in

school, they will generalize to behaving appropriately

in situations outside school.

Teacher awareness that punishment does not necessarily

mean corporal punishment should help make school a more

pleasant place for both Ghanaian teachers and students.

Currently, many teachers still believe in corporal

punishment and are frustrated by the fact that they seldom

can use it. While punishment may help stop inappropriate

behavior, techniques such as informing students of

acceptable and unacceptable behaviors is preferable in

order to avoid the negative side effects of punishment.

Teachers should realize that corporal punishment should

not be used as a solution to problems, as students will

learn that problems are solved not only through violence.

Moreover, punishment can lead to negative teacher-student relationships. Bandura (1969) claims that students will not learn from teachers they do not like and respect. When such negative situations exist in the Ghanaian classroom, education will be jeopardized. Considerable educational resources, both material and personnel, provided by the Ghana government will be wasted.

The use of extinction, which is the withholding of anticipated reward may be more ethicacious in the long run than the use of punishment. Therefore, teachers ought to have extinction strategies in their repertoires. One of the major strategies of the behavior modification approach is the withholding of reward for inappropriate behavior. Ghanaian teachers almost never reward or encourage inappropriate behaviors. However, they need to learn to at times also "ignore" student inappropriate behaviors by not reinforcing them. This strategy will help students learn that they will not be rewarded when they misbehave.

The use of time-out is suitable for Ghanaian classrooms if teachers use them correctly. When teachers remove students from rewarding situations and set them aside because of inappropriate behavior, they will learn that if they wish to enjoy rewarding activities, they have to behave appropriately. Students prefer to be with their friends and do not like to feel left out of pleasant

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activities and fun. Students will also realize that, to
have fun, they must comply with a certain code of conduct.
Since human beings live together in a society and no man
is an island, it is desirable that students realize that
there are things they can do and cannot do. Additionally,
there are codes of conduct accepted by society which will
govern students' inappropriate behaviors. For time-out
to be effectively used, teachers need to be brief in their
instruction. It is quite a familiar scene in schools to
find teachers subjecting students to lengthy nagging.
Such scolding will not reduce the effectiveness that
time-out produces and makes students see time-out as
punishment rather than a time to think over inappropriate
behavior. But when they are isolated for a short time,
students can think over their inappropriate behaviors;
their consciences should develop so that the chances of
their being good Ghanaian citizens in the future are
enhanced.

The correct use of the response cost technique in
Ghana is also desirable. When teachers let students know
that there is no positive gain but rather loss of merits
in behaving inappropriately, the students will learn to
be mindful of their behavior.

In conclusion, an in-depth knowledge of the behavior
modification approach--namely, positive reinforcement,
negative reinforcement, punishment, extinction, and their

producers--will improve the quality of education in Ghana.
Howie and Winkleman (1977) state:

> Today's educator must function as a highly skilled
> professional, capable of determining appropriate
> learning sequences for individual children.
> The development of these professional skills
> is a continuous process of observing the behavior
> of children and assimilating knowledge from
> contributing disciplines such as psychology and
> sociology.

In short, rewarding appropriate student behaviors
and withholding such rewards will enable students to learn
new appropriate behavior, maintain already appropriate
behaviors, and reduce or eliminate inappropriate behaviors.
The behavior modification approach is based, according
to Charles (1981), almost entirely on reward. It helps
teachers emphasize the positive and reduce the negative.
The warm, supportive, and positive nature of the approach
is in line with the growing trend toward humaneness in
all walks of life. The principles and procedures of the
behavior modification approach to classroom management,
primarily the use of reward, make learning an enjoyable
activity for both students and teachers. Because Ghanaians
believe strongly in education as a humane means for
emancipation and progress, the effective application of
the principles of the behavior modification approach may
be useful in positively motivating students to become
educated.

CHAPTER THREE

THE INSTRUCTIONAL APPROACH

The advocates of the instructional approach would

define classroom management as a "set of activities by

which the teacher initiates, sustains, and terminates

instructional activities" (Doyle, 1980). It is believed

that quality instruction that is carefully planned and

properly executed will prevent most students' behavior

problems and solve those that might occur. Thus, the major

task of the teacher is to involve students in lessons that

are interesting in order to gain and maintain students'

cooperation. The characteristic behaviors of teachers

who adhere to the instructional approach are gearing the

instructional activities toward the ability of the students,

maintaining smoothness and momentum during the performance

of student on-task behavior, and giving clear, specific,

and understandable directions to students.

Charles and Senter (1983) stated:

> The strategy is valuable when introducing or
> refining a concept, or checking student
> understanding of ideas and process. Students
> enjoy lessons in concept attainment. Like a
> game to them; it holds their attention and
> keeps them involved. Further, it causes them
> to use analytical thinking and inductive
> reasoning. . . . With appropriate concepts,
> it can be used for all grade levels and most
> subjects.

Doyle (1980) suggests that order in the classroom

rests primarily on activities. By activities, he means

the "organization of work (for example, art, mathematics,

or vocabulary)" (Doyle, 1980). Furthermore, Doyle (1980) claims that a teacher can maintain order in the classroom by communicating to the students a clear objective, showing ability to anticipate student's reaction to activities, preparing in advance rules and procedures to ward off the student's misbehavior, and by being willing to act decisively to stop students' inappropriate behaviors.

To help a teacher cope with the complex nature of the classroom, Doyle suggests that teachers recognize the importance of sequence activities, transitions, and accountability to work. It stands to reason that teachers should teach relatively simple topics before difficult, complex ones. When planning activities, they should remember that other activities like pep rallies and holiday periods are bound to affect the students' dispositions to learn.

The way teachers handle transitions is important because such handling invariably affects the next activity. Handling transitions includes such things as making the end point of the previous activity, clearly marked and having explicit procedures for making transitions shorter and smoother. The process of the management of an activity which Doyle (1980) stresses are monitoring and timing. When an activity is in progress, teachers must gather information about what is happening in order to make many on-the-spot decisions. Effective monitoring requires that

teachers visually scan the class at regular, frequent intervals and react to signals which indicate breakdowns in students' on-task behaviors. Timing is crucial to effective management. Mistakes in timing can ruin even the best planned activity. Burden and Byrd (1994) state that many avenues can be used to vary instructional approaches and present the subject matter in an interesting manner. Confusion can be avoided by clearly communicating objectives and expectations. Introduction should include a description of the value of the subject and expectation that the teacher holds.

Popham and Baker (1970) ascertain that explaining work procedures and restructuring activities are the two major teacher behaviors which will ensure order in the classroom and keep students on-tasks. Frequently in the classroom, disciplinary problems have their source in students' frustrations due to their inability to do the task assigned to them. To avoid this, teachers should determine that students have mastered the prerequisites, provide guidelines for what is required of students, and remind them of procedures and standards necessary for successful performance of tasks at hand. Gusky (1985) commented that for all students, given proper instruction and adequate time, mastery learning would be developed as an instructional strategy with positive results in their learning behavior or in the classroom.

Charles (1981) is of the opinion that the teacher's task is to keep students engaged physically, mentally, and emotionally with the tasks at hand. He believes a teacher can do this by selecting interesting learning activities which are within students' intellectual reach. Though the learning activities should be challenging, they should be interesting to avoid frustrating students. Adequate pacing of work should match students' attention span. Whenever possible, teachers should endeavor to provide occasion for application of materials being learned. Charles believes that, when teachers display all the above behaviors, they will ensure that students will stay on task, learn more, and be less inclined to engage in disruptive activities. Kounin (1970), though mainly known for contribution to group management, has some ideas which fit the instructional approach to classroom management. These ideas Kounin labels "withitness behaviors," overlapping behaviors, target mistakes, movement management behaviors, and group focus behaviors.

Withitness behaviors are those teacher behaviors which convey to students that the teacher is aware of what students are doing or not doing. Withitness describes "the trait of teachers having eyes in the back of their heads" (Charles, 1981). With overlapping behaviors, teachers communicate to their students that they can attend to more than one issue at a time. Target mistakes refer

to the occasions when a teacher takes disciplinary steps against the wrong students or gets occupied dealing with less urgent and less serious problems. Movement management behaviors are those teacher behaviors which help initiate, sustain, and terminate a learning activity adequately. They also deal with lesson pace, momentum, and transitions. With group focus behaviors, a teacher maintains group alertness and holds every student accountable for the content of the learning activity. Weber (1977) and Johnson and Bany (1970) concur in the opinion that claims of the advocates of the instructional approach to classroom management are not sufficient because quality instruction alone cannot be the panacea for the myriad of problems teachers encounter daily in the complex setting. Students learn better and are more motivated when the subject matter is presented to them in a fascinating manner resulting from the teacher's good instructional skills and knowledge.

Tailoring learning activities to the cognitive level of students is another worthwhile strategy from the instructional approach. As Piaget showed in his many experiments leading to his cognitive development theory, it would be impractical and impossible to teach children what they are not ready to cope with intellectually. A child in the concrete stage, for instance, cannot be expected to perform well on problems demanding the ability of a child in the formal operational stage who can think

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in abstractions and form hypotheses. Ghanaian teachers
need to realize the importance of gearing learning tasks
toward students' abilities. It is only then that they
can expect students to cooperate and to get actively
involved in class activities and thus succeed. Students
who experience success are often motivated to strive for
further success. Teachers should try not to expose students
to tasks that are too easy or too difficult. If it is
too easy, students will not be challenged and will
consequently get bored and eventually indulge in disruptive
behaviors. On the other hand, if the task is overwhelmingly
difficult, students will become frustrated, give up in
despair, and be off-task. Furthermore, a teacher should
not presume that students possess skills they do not have.
It will be wise for teachers to give students short oral
quizzes to find out if they have the skills. When
necessary, they should go over the skills with students.
Such teacher behaviors will go a long way to make schooling
more meaningful and interesting for Ghanaian students.

Teachers must endeavor to initiate, sustain, and
terminate learning activities smoothly, in logical sequence
and pace. To do this, teachers have to be devoted and
ready to do a lot of preparation. This is not always easy,
and preparation can be tedious and make both time and energy
demands. The attitude of "what is worth doing is worth
doing well" will be transmitted from teachers to the

students who see them as models.

The ability to anticipate possible problems during the preparation of a lesson can help prevent some problems. Ghanaian teachers should develop the skill of anticipating how students will react to different activities and prepare strategies in advance to prevent or minimize the anticipated negative behaviors. To avoid endless, and sometimes irritating, questions about procedures and requirements, an effective teacher who has anticipated such problems will prepare an adequate introductory lesson and move about the classroom during the activity providing additional help to students who need it. Since most students' errors can best be corrected early in their occurrence, prompt teacher assistance will save some valuable class time and enable students to progress at a faster rate and learn more.

Ghanaian teachers must learn to accept the fact that not all instructional plans work well. The Ghanaian teachers should readily accept the limitations of their instructional plans when necessary and not persevere and stick doggedly with the original plan. They should see the wisdom of modifying and changing plans when the occasion demands it. They can even discuss the possible setbacks of the original plan with students. The students will then learn that there is nothing wrong in accepting one's limitations and mistakes and that readiness to change plans

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for better alternatives is not a weakness. Hopefully,
students will emulate such behaviors in their teachers
and display them when they become adults and take
responsible places in the country.

It is desirable that Ghanaian teachers know when they
should intervene to stop students' inappropriate
misbehaviors. Doyle (1980) identified four aspects of
the problem of intervention: the act itself, who is
involved, when the act occurs, and the priorities of the
moment. The teacher should decide to intervene if the
act jeopardizes the welfare and safety of students or if
students turn to teachers expecting them to act after an
incident occurs. If the misbehavior involves one of the
students who can spread the misbehavior quickly to include
other students, then the teacher should intervene. If
the misbehavior is the most serious and urgent concern
of the moment, the teacher should step in to stop it.
Timing interventions, coupled with withitness and
overlapping teacher behaviors, can communicate to students
that the teacher is aware of what is happening in the room.
These strategies will prevent the misbehavior from
spreading, prevent growth of the audience for the
misbehavior, and decrease actions needed to stop the
misbehavior.

Another strategy of the instructional approach
suggested by Kounin which is relevant to Ghanaian schools

is movement management. This does not imply teachers'
or students' physical movements. It means lesson pace,
momentum, and transitions. Both transition mistakes of
jerkiness and slowdown promote student misbehavior.
Teachers should realize that jerkiness is caused, according
to Kounin, by thrusts, dangles, truncations, and flip-flops.
"Thrusts occur when the teacher suddenly bursts into an
activity with a statement or directions, but the group
is not ready to receive the message" (Charles, 1981).

Dangles occur when a teacher leaves an unfinished
activity hanging in midair to begin another one and later
switches to the first activity. Truncations are similar
to dangles, the only difference being that the teacher
never returns to the first activity. Flip-flops are another
variation of dangling. They occur when a teacher returns
to a terminated activity after starting another one. "Jerky
transitions interrupt smooth flowing from one activity
noise, and nonmisbehave . . . it is even more difficult
for them (students) to get down to work and concentrate
on the new task" (Charles, 1981).

Slowdowns are as bad as jerkiness. They are caused
by overdwelling and fragmentation. Overdwelling occurs
when teachers spend too much time giving directions,
explanations, or admonitions over students' misbehavior.
Action and prop overdwelling cause slowdowns which make
students lose interest in class activity and engage in

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off-task behavior. One can reasonably expect more productive learning in Ghanaian schools if teachers guard against jerkiness and slowdowns and operate effective movement management behaviors during learning activities and accountability. Learning demands concentration. The teacher who is able to maintain group focus in the classroom, by keeping every student alert and accountable for the content of a lesson, will promote concentration and accountability in students. When students are aware that they cannot get away with escapist behaviors in the classroom and that accountability is required of them, they will learn to accept their responsibilities instead of trying to evade them. Teachers should be aware of other activities outside the class like an approaching holiday, inter-house athletic competition, or festival of arts, while planning learning activities. It will help them to be realistic in their expectations from students and to make it easier for students to concentrate.

Often students fail to see the relevance of what they are made to learn in school to the survival skills for life. This inevitably makes them lose interest and stop making honest efforts to learn. As a remedy to this situation, Ghanaian teachers should follow the advice of Charles (1981) and provide interesting applications of materials being learned in class. This will help students see the relevance of the content and promote their

cooperation and willing involvement in learning.

It is apparent that the instructional approach offers some useful suggestions for classroom management which help make effective and efficient learning possible. The ideas, strategies, and teacher behaviors proposed by the advocates of the instructional approach such as Doyle, Popham and Baker, Kounin, and Charles can be of great assistance and benefit to classroom teachers who have an adequate knowledge of them and apply them skillfully to their daily instruction in the classroom. The Ghanaian teacher who is able to incorporate strategies and behaviors such as selecting, arranging, and pacing activities, anticipating and intervening with problems, can hope to be an effective teacher and an asset to the nation.

CHAPTER FOUR

THE INTIMIDATION APPROACH

The advocates of the intimidation approach would define classroom management as that set of behaviors by which a teacher forces students to behave appropriately out of fear to do otherwise. This approach seems to be founded on the assumption that student conduct is best controlled through the use of intimidating teacher behaviors. Consequently, the task of teachers is to command students to comply with their wishes out of fear. Teachers do not tolerate any student misbehavior. They regard students, according to Gray (1967), as "The Problem" and must deal with them accordingly. The characteristic behaviors of this approach are the use of "sarcasm, ridicule, coercion, threats, punishment, force, and disapproval" (Weber, 1977).

Behavioral procedures have contributed to classroom management in terms of increasing task organization and being able to manage the contingencies to maximize learning. However, these procedures are also used to control students and maintain the student in the role of respondent rather than active learner, and emphasize artificial reinforcers (Donnellan and Kilman, 1986). In such situations, the implicit in the application of behavioral strategies is the potential controller (teacher) and the controlled (student), decreasing the choice and spontaneity (Guess and Siegel-Causey, 1985).

A review of the literature on classroom management
shows that few educators publicly and specifically declare
themselves as advocates of the intimidation approach.
Nevertheless, ideas and practices suggested by some authors
as effective classroom management are clearly within the
tenets of the intimidation approach. Gray (1967) believes
that the teaching profession is not genteel. "From a
distance, a career in education does not appear to be
genteel. In actuality, it is far from genteel. The public
school educator comes in contact with everything from petty
theft to incest--with the traumatic results of human
depravity that defy belief" (Gray, 1967). She feels that
there is no place in teaching for individuals who are too
kind, sympathetic, and peace-loving. The nature of the
job demands that teachers be firm, businesslike, and swift
to take steps against misbehaving students. Gray (1967)
suggests that teachers' first goal must be to make students
obey them, captains of the teams. In an earnest effort
to help teachers, especially the novice, to cope with the
many problems of teaching, Gray (1967) came up with her
popular formula. She writes: "There's even an 007 formula
you can use to deal with misbehavior in the classroom."
It goes like this:

> 1. A student is shooting rubber bands at his
>   girl friend across the aisle. Look directly
>   at him while continuing your lecture. Do
>   not pause. Never allow a discipline problem
>   to interrupt your work if you can possibly

help it.

2. Usually, you will be able to catch the erring
   student's eye. Deliver the baleful glare
   you practiced in front of the mirror. If
   the student continues his disruptive behavior,
   point your finger at him and shake your head
   to indicate clearly to him that he is to
   stop. Continue your lecture without pause.

3. If he is so engrossed in his misbehavior
   that he doesn't realize you have seen him,
   continue your lecture and walk slowly towards
   his seat. As your voice grows louder, he
   will become conscious of your approach and
   glance in your direction.

4. By this time, he has gotten the message all
   right. If he persists, you are dealing with
   a student who is deliberately challenging
   you. Do not lose your temper. Do not for
   one moment lose the train of thought of the
   classroom work. Continue to move towards
   him.

5. If he stops before you arrive at his seat,
   continue on your way to him, anyway. Stand
   beside him and conduct your class from there
   for a minute or so. Let him sweat. When
   the other students' attention is elsewhere,
   lean over the offending student and, in a
   whisper or voice so low that no one else
   can hear, tell him emphatically that when
   you correct him you expect him to obey
   immediately. Do not argue.

6. If you know he has seen you but persists
   in his misbehavior even after you have arrived
   at his seat, lean over him and whisper or
   speak very low in his ear. No one but the
   culprit should hear what you say. Deliver
   the nastiest, most abusive attack on his
   character, his personality, and his appearance
   that you are capable of. Do not threaten.
   You don't need to; you are in charge in your
   classroom and you intend to stay in charge.
   Do not use profanity. Do not malign members
   of his family or allude to his race, creed,
   or ethnic background. Do not touch him.
   Nothing should register on your face but
   a pleasant, rather noncommittal expression.
   The weapon is what you are saying to him.
   Any entertainment that is provided for the
   class is in the squirming of Mr. Funnybones
   himself. Ignore any attempt at rebuttal
   on his part. Continue to insult him with

the pleasant expression on your face. He
knows instinctively that if he loses his
temper, his strategy backfires. It was you
he intended to make a laughingstock, not
himself. Only later will he realize that
he dare not repeat to his friends what you
said to him. After all, some of the things
you said might be things his friends already
think but don't say to his face. When he
has subsided, tell him you don't want any
more trouble out of him.

7. Then, forget it. Continue with your class
as though nothing had happened. In your
future dealings with that student, act as
though nothing has happened. Of the seven
points, this last one is the most important
for good long-term classroom control. You
will have differences with many students
over the school year. To store up these
incidents like old photographs in an album
is to deny the student the freedom to redeem
himself and grow into a better person. Take
care of the offense when it happens. Take
care of it thoroughly. And then forget it.
(Gray, 1967)

Popham and Baker (1970) present some ideas pertinent

to the intimidation approach. They feel that when a student

is misbehaving, "the teacher should move closer to him

because the teacher's presence and proximity will be

intimidating and enable the student to stop his disruptive

behavior." In looking at the intimidation approach

strategy, Edwards (1993) suggests that teachers should

ask questions that focus on whether the plan helps the

child to become more self-disciplined and autonomous,

promotes a good self-concept and behavior, prevents

discipline problems, is consistent with the instructional

program, and is easy to implement.

The strategies of classroom management contained in

the works of Gray (1967) and Popham and Baker (1970) may

appear abominable to teachers who have had courses in

psychology, models of learning, and learning theories.

However, the portrait of the challenging and exhausting

nature of the teaching career presented in the work of

Gray especially is not too far from the unusual one found

in the everyday classroom. Nobody conversant with the

classroom situation can deny that a teacher needs some

degree of competence to establish order and control in

the classroom for effective and meaningful learning to

occur. The importance of a teacher being in control of

the class cannot be over-emphasized. Yet achieving this

control requires skills and knowledge which are not easy

to acquire and apply in the classroom. As Gray (1967)

stated, it is quite easy for rambunctious students to back

teachers into a corner before they know it. Frustrated,

disappointed teachers resign from those who feel they can

meet the challenge of teaching and often lack the competence

they need to cope. Some make desperate efforts to be good

teachers and put into practice what they have learned while

in the college of education. The pressures from students

are sometimes too much for the teachers so that there are

times when they consciously or unconsciously intimidate

students.

The state of Ghana does not favor the use of any form

of intimidating behavior by teachers. Declining standards

of education and the high rate of student drop-out require

making school more pleasant and satisfying. Though this

is not an easy task, society still expects teachers to

perform the much desired "miracle." If Ghanaian teachers

are to resort to the use of intimidation, the image of

the teacher as a real witch will be perpetuated in the

society. Teachers who are pleasant and human and who

display positive attitudinal qualities while dealing with

students are preferable.

Furthermore, the use of force, threat, sarcasm,

ridicule, and disapproval neither favors better education

in Ghana nor the development of good, productive citizens.

Teachers' use of force and threat leads students to

violence. Mutual coexistence, respect, and human dignity

are becoming daily more foreign to today's society. The

strong wants to exert his power over the weak, and the

privileged wants to lord it over the less privileged.

Exertion of power, threats, and blackmail are often-used

weapons by people to get what they want. An awareness

of this sad human situation dictates that teachers help

students see the effects of things like violence and

threats. Teachers owe it to society to teach the young

positive ways of handling problems without resorting to

violence. If this is to be taught effectively to students,

teachers themselves have to model positive control in their

daily relationships with students.

The use of sarcasm and ridicule by Ghanaian teachers
is undesirable in the schools. As a result of being exposed
to such negative teacher behaviors, students may end up
as adults with pessimistic, cynical, and bitter outlooks
on life. One cannot expect productivity and useful
contribution to the building of a great nation from such
adults. Students should be helped to see that life can
be enjoyable when they contribute to make the society better
and happier. Furthermore, students need to experience
love and acceptance from teachers in order to develop
positive self-images and "success" identity. These will
greatly help students develop into responsible and satisfied
adults.

The "007 formula," put forward by Gray, does not
contain appropriate and desirable strategies for problem
solving in Ghanaian schools. Teachers should not spend
their precious time practicing menacing, evil glares, packed
with threatening disapproval, and nasty, wide-eyed stares
to be used in the classroom. Baleful, evil-eyed stares
will do nothing to contribute to the positive environment
that needs to be fostered in Ghanaian schools. On the
contrary, such techniques will hinder development of the
positive atmosphere and thus have a detrimental effect
on learning. There is enough destruction of students'
ambitions, aspirations, and potential by teachers' poor
and ineffective communications. Teachers should be

encouraged to use effective communication that stimulates

students to get involved in learning and helps them believe

they can succeed in school. Intimidation does not enhance

effective, positive communication.

In conclusion, the intimidation approach to classroom

management seems to be out of place in the present-day

classroom managerial strategies. No ideas or strategies

from this approach are desirable for Ghanaian teachers

to include in their repertoires. Even the argument that

students who use intimidating strategies, like threat and

ridicule, should be made to have a dose of their own

medicine does not justify teachers' use of intimidating

behaviors in the classroom.

CHAPTER FIVE

THE AUTHORITARIAN APPROACH

The authoritarian approach defines classroom management as "a set of activities by which the teacher establishes and maintains order in the classroom" (Weber, 1977). The theoretical bases of this approach are that: discipline creates order, and that obedience to rules is essential for the establishment and maintenance of those classroom conditions which are conducive to effective teaching and learning. Within this authoritarian theoretical base lies the assumption that the major task of the teacher, the only mature adult in the classroom, is to discipline the students--give and enforce orders and direct classroom obedience to rules. Order can exist in the class if the teacher, being in control, can give the students clearly defined rules. The characteristic behaviors of teachers who conduct classes according to the authoritarian approach are that they establish clearly defined rules and that they then enforce them.

The traditional belief in this approach is that the students, knowing what is expected of them, will behave appropriately and order will exist in the classroom. The students will ward off the temptation to behave inappropriately because they can make reference to the list of non-negotiable rules provided by the teacher. Teachers let students know what behaviors are acceptable

by providing reasonable rules and explaining the reasons

for them. When the use of mild desist behavior is required,

it should be corrective. Therefore, it is important for

Ghanaian teachers to realize the positive influence of

classroom order on effective and efficient instruction.

According to the advocates of the authoritarian approach,

order can exist only if there is discipline in the

classroom. For teachers to have order, they have to

establish and maintain reasonable rules, enforce them,

and use mild desist behaviors to correct inappropriate

students' behaviors.

At this point, it seems helpful to discuss the word

"discipline." Anytime the word discipline is used, people

experience some degree of anxiety because the word has

a variety of meanings and a whole range of nuances both

to educators and non-educators. For the purpose of this

discussion, attention will be focused only on three meanings

of discipline. First, discipline may mean "the degree

of order we have established in a group . . . can also

imply degree of organization" (Sheviakov and Fritz, 1944).

Second, discipline may mean "the trick by which we have

established order . . . can also imply anything we do to

establish, maintain or repair order in our group" (Sheviakov

and Fritz, 1944). Third, discipline used in some contexts

may be "a euphemism for punishment . . . and also imply

a special way of enforcing it (order)" (Sheviakov and Fritz,

1944). Allyn and Bacon (1994) suggest that "when

determining your approach to control, you must take into

account your beliefs about the dominant influence on a

child's development from inner forces, outside forces,

or a combination of the two." Emmer (1994) goes further

to explain that your examination of these issues will

probably reveal whether you are inclined to use low, medium,

or high control approaches.

Acceptance of the order and the definition of

discipline does not imply that one form of punishment serves

as the only means of establishing discipline. To an

efficient and competent teacher, the meaning of discipline

is not just punishment but a means of using managerial

skills as a reasonable method of establishing, maintaining,

and restoring discipline in the classroom. To the Ghanaian

teacher, discipline often means punishment. Hopefully,

when the authoritarian approach is well understood and

its strategies are correctly introduced to the classroom,

teachers will desist from striving for order and

organization through the use of punishment only. An

understanding of the teaching behaviors associated with

the authoritarian approach should also make the Ghanaian

teachers free of the traditional view of discipline--

subjection of the inferior and subordinate of the individual

to the will of the superior. It is desirable that the

Ghanaian teachers accept the newer concept of discipline

as teaching students to impose on themselves because they recognize and accept their obligations. "The best form of control is exercised voluntarily as the individual acknowledges its need. This is the exercise of self-discipline, a characteristic of personal maturity" (Cooper, 1975).

The authoritarian approach assumes that the teacher is the leader and, as such, should assume the responsibility of a leader, but we should remember that the teaching-learning process is carried out in a classroom where the teacher and the students interact. The Ghanaian teachers need to know that teacher-student roles should be well-defined and accepted. Teachers are leaders; students are learners. The idea that the teacher should be a "pal" to the students seems to be one of the popular misconceptions floating around the teaching profession today. Wayson and Pinelle (1977) wrote:

> Children [students] need pals, yes—but their
> own age. You [the teachers] are the adult in
> the group [classroom]. You are the leader.
> Unless you assume your rightful place as such,
> the children feel let down and disappointed.
> We [teachers] will be warm, friendly human beings,
> but we will not be "pals."

It must be made clear that the definition and acceptance of roles minimizes anarchy and confusion in the class. Canter and Canter (1979) are advocates of assertive discipline. Their approach to classroom control helps the teacher, the leader in the classroom, to take

charge and create a warm, calm, and yet forceful, firm,
positive classroom and consistent society. Teachers are
expected to control their classrooms and when they fail,
they are considered incompetent by administrations. Thus,
the Ghanaian teacher needs to practice assertive discipline
in the classroom.

One of the characteristics of the authoritarian
approach is the ability to establish and enforce clearly
defined rules. This is one of the requisite managerial
behaviors for Ghanaian teachers. Rules provide the
parameters for appropriate students' behavior in the
classroom. When teachers give students clearly defined,
reasonable classroom rules, students tend to understand
and follow them. When teachers explain the rules to the
students, students will be less apt to resist and disobey
because they see the rules as necessary for their academic
achievement. When students know what is expected of them,
they develop an inner order when rules are made and
explained to the students. They need to hear the advantage
of learning and functioning in a stable, predictable
environment. Where students feel insecure, both physically
and psychologically, uncertainty produces fear and anxiety
and students cannot focus on the learning task in the
classroom. Also, Ghanaian teachers need to seek the
participation of students in setting certain class rules
because they are all victims of the traditional social

structure. In Ghana, age is of great importance. The oldest person in a group is frequently the leader; respect from those younger is considered the right of the eldest. This attitude permeates the classroom. Therefore, teachers need to resist the idea of "do before you complain."

Teachers in Ghana might find Glasser's (1969) rules helpful. When rules are made, the teachers need to ensure that the penalties for violating the rules are made public, explained, and understood by students in advance. This will save both the teacher and students a lot of time, energy, confusion, and regrettable decisions.

Brophy and Putnam (1979) make the following suggestions that "authoritative leaders solicit input, seek consensus, and take care to see that everyone is clear about the rationale for decisions as well as the decisions themselves." When students are actively involved in making rules, they see the need, accept the rules as theirs, and endeavor to ensure that the rules work. There will always be problems in classrooms, but constructive plans can help alleviate them. As teachers include students in the forming of rules, students learn to assume responsibility for their behavior and learning. Participation in making rules in class helps students to be confident and independent and also fosters a positive self-concept. Students then realize that they are important classroom participants and have something important to offer. As students participate

in finding solutions to behavior problems, they are

challenged to suggest solutions. This encourages students

to become creative, critical thinkers, and problem-solvers.

The cooperative setting of rules fosters freedom to choose

from alternatives, responsibility, and commitment to the

choices made. Mutual trust and respect between teacher

and attitude is discouraged in the schools; students will

learn to be conscious of the consequences of violating

rules and laws. This consciousness may reduce current

lawlessness and confusion.

In addition to setting and enforcing rules, the teacher

should have in his "computer bank" of management strategies

gentle desist behaviors. The sight of an angry and agitated

teacher punishing or rebuking students is not uncommon

in Ghanaian schools. While teachers must ensure that

consequences are administered to rule-breaking students,

they need to be calm and not malicious in enforcing the

rules. Teachers need to learn to administer punishment

that is constructive and relevant to the inappropriate

student behavior. Mild desist behavior communicates

verbally or non-verbally to the misbehaving students that

what they are doing is inappropriate and should be replaced

with appropriate behavior.

In conclusion, the Ghanaian teacher must realize that

"discipline" is the fulcrum of education. "Without

discipline both teacher and pupil become unbalanced and

very little learning takes place" (Ginott, 1972). Rules
are necessary because they serve as guidelines and tell
students what behaviors are acceptable and what are not.
Clearly defined, reasonable, cooperatively composed,
enforceable, and positively termed rules reduce student
resistance and disobedience. When the reasons for rules
are explained to students, they see the need for setting
limits. The goal of discipline is to socialize students
so that they become citizens who are self-disciplined,
independent, responsible, critical, creative thinkers and
problem solvers. Rules also help students respect their
own freedom, law, and social codes. When Ghanaian teachers
embrace these strategies of the authoritarian approach,
which helps students learn effectively and prepares them
for citizenship, then parents and the public at large will
consider public education successful. The feelings of
hostility the parents and general public have for teachers
will be replaced with feelings of trust, respect, and
support. The Ghanaian teachers will in turn experience
less frustration and greater fulfillment of their mission
and command the respect of the public.

CHAPTER SIX

THE PERMISSIVE APPROACH

Advocates of the permissive approach will define classroom management as "that set of activities by which the teacher maximizes student freedom" (Weber, 1977). This approach is based on the assumption that students can reach their fullest potential when they are given freedom to initiate and direct their own learning. The characteristic teacher behavior of this approach is to interfere as little as possible and to provide students freedom to do what they want to do.

Consequently, the tasks of the teacher are to promote and maximize student freedom, encouraging students to act and express themselves freely, and to foster the natural development of students. The teacher who adheres to the philosophy of the permissive approach does not question, criticize, command, or justify authority. In fact, "some advocates of this approach find the notion of 'management' contradictory to their philosophy of schooling" (Weber, 1977).

Weber (1977) is of the opinion that this approach is unrealistic in the normal daily classroom where teachers have a written syllabus to follow within a definite period of time and when students are graded on scores from total class examinations. Teachers who conduct their classes based totally on the philosophy of the permissive approach

may end up being laissez-faire leaders who abdicate their authority and responsibilities. Anarchy and low productivity are often the end products of a classroom under a laissez-faire teacher.

Letting a student do what he wants to do when he wants to do it is foreign to the Ghanaian system, and it will stay that way for some time. The Ghanaian schools are not ready for the advent of the permissive approach. Nothing can convince parents, teachers, students, administrators, and the nation as a whole that students should be allowed to do whatever they want to do, whenever they feel like doing it. The social situation in Ghana expects elders to teach the young the knowledge and skills necessary for survival. In schools, the teachers are expected to teach students the knowledge and skills students need to become responsible adults.

Ghanaian society does not want an unyielding autocratic educational system to destroy students' initiative, self-direction, and ability to reason critically. Students' creativity and self-reliance should never be stifled.

Thus, adherence to either extreme, permissiveness and authoritarianism, may produce undesirable results. The work of Carl Rogers (1969) may lend advice to melding the two. Rogers feels that teachers should not control and direct students with an iron hand. They should be facilitators of students' learning. To do this, teachers

create classroom environments that are conducive to significant learning. They provide students with both the physical and psychological safety which they need in order to engage in learning. Rogers believes that the teacher should stay completely out of the picture. Still, when students are in the process of learning, the teacher is to look interested and give feedback.

Ghanaian teachers should be aware that fostering students' natural development in order to attain their greatest potential does not mean that the students function in unguided, unstimulating, and leaderless classrooms. Teachers should know that some form of structure is desirable, but not so much structure that freedom is totally restricted. Ghanaian teachers need to be skilled and competent enough to know when students should be free to explore and be creative and when to make students operate within a structure. Nash (1966) wrote:

> If the teacher provides too much guidance and leadership, if he tells the pupil everything he needs to know, if he exercises an indisputable and weighty authority, the pupil is liable to find himself on a path with the sun in his eyes, blinding him and preventing him from picking out the route for himself. On the other hand, if the teacher gives no guidance or leadership, if he tells the child (student) nothing, and makes him find his own way unaided, the child finds himself on the same path, this time in total darkness, without even the minimal light necessary to see his way.

This quotation states well what Ghanaian teachers need to remember. Most of them are so structure-minded

that there is no room for students to contribute to their own learning. So it will be to teachers' and students' advantage if they realize the importance which some degree of freedom given to the students in the classroom can play in fostering learning. Only a well-balanced form of authority and freedom in the classroom can produce creative, independent, critical-thinking, and responsible individuals in Ghanaian schools.

CHAPTER SEVEN

SUMMARY AND CONCLUSION

Summary

The purposes of this project were: (1) to provide
a description and thorough analysis of each of the five
managerial approaches to classroom management--
authoritarian, behavior modification, instructional,
intimidation, and permissive, and (2) to present a
rationale for each of the managerial strategies implied
by the approaches which have potential for application
in the Ghanaian context. A review of representative
literature related to the managerial approaches shows that
there are specific managerial strategies which the Ghanaian
Teacher Training Institutions might incorporate into their
curricula.

The authoritarian approach stresses the importance
of discipline and order for effective instruction. The
strategies appropriate for Ghanaian teachers are: the
establishment and maintenance of reasonable, enforceable,
clearly defined and understood rules formed by the joint
efforts of both the teacher and students; enforcement of
established rules; and the use of mind desist behaviors
by the teacher.

The strategies of the behavior modification approach--
positive reinforcement, negative reinforcement, punishment,

and extinction--seem to be valuable for Ghanaian teachers to acquire. In order to use these strategies effectively, teachers need to know and apply correctly the procedures of these strategies, which are: schedules of reinforcement or punishment, types of reinforcers to be used, shaping, fading, behavior contracting, modeling, and extinction and time-out coupled with reward for incompatible appropriate behavior.

From the instructional approach, the preparation of interesting, quality instruction geared to the ability of the students is a strategy Ghanaian teachers should be helped to develop. They should also find it useful to pace lessons by initiating, sustaining, and terminating them smoothly and in logical sequence.

The permissive management strategy of fostering students' natural development in order to attain their greatest potential requires the teacher to be a facilitator. The facilitator role should be effective in the Ghanaian classroom.

Conclusion

In essence, all the specific strategies cited above which should be incorporated into the Ghanaian teachers' repertoires can prove to be invaluable to the effectiveness of most teachers of most countries. Though teachers in different countries instruct in varying situations and under different laws and regulations, most of the problems

they encounter daily in their classrooms are basically

the same. However, the traditions, socialization style,

economic conditions, governmental regulations, and

experience of Ghanaian teachers make some of the management

strategies easier to adopt than others. Ghanaian teachers

will find it difficult to honestly solicit students' input

in forming and maintaining classroom rules. This is mainly

due to the strict Ghanaian traditions which delegate almost

all members of a group. Thus, the input of a child is

always looked upon as being unreasonable and that a child

needs to look up to the adult for wisdom and direction

even when the adults might be wrong in their counseling

to the younger, inexperienced person. For this reason,

Ghanaian teachers will encounter some problems in sharing

leadership with students and in maintaining democratic

classrooms. Teachers who might try to accommodate ideas

of their students might be looked upon by the co-workers

as being weak and are able to exercise full control over

their classrooms. The use of mild desist behaviors will

not be easily practiced by their Ghanaian teachers because

they feel that their greater biological ages bestow on

them the right to lord it over students who naturally are

younger than they are. Corollarily, any student who dares

to behave contrarily to the class rules deserves to be

dealt with severely. So the use of logical consequences

purged of annoyance and harshness will not be easily

adopted.

Furthermore, it will not be easy for the Ghanaian teachers to use effective communication while dealing with students who have misbehaved. They will find it difficult to separate the student from offenses, talk to the situation, describe what they see and feel, and say what needs to be done to correct or amend the misbehaviors. They will have problems operating this positive strategy because they feel they need not inconvenience themselves unnecessarily and be lenient with misbehaving students. Their problem with the use of extinction stems from the same reason. Due to adequate professional preparation and practice of most Ghanaian teachers, they will have problems preparing and effectively conducting interesting, quality instruction geared to the ability of the students.

Corporal punishment which has been the most negative consequence in school use by Ghanaian teachers has had some detrimental effect on the learning process of the students. Corporal punishment introduces fears and it has negative effects on the students' self-esteem. Although corporal punishment is legal in Ghana and it is widely used, Ghanaian teachers must be educated that it is ineffective and leads to more misbehavior. Questions of abuse may arise in regard to any violence toward children authorized by schools, particularly when corporal punishment is no longer sanctioned in schools (Bellon, Bellon, & Blank,

1992). Ghanaian teachers who are concerned about violence

in schools must recognize that corporal punishment is poor

modeling of adult aggression, particularly when they know

that aggression begets aggression. They must also question

the ethics of punishment that satisfies the adult needs

for vengeance while not necessarily meeting any

developmental needs of the children involved. Jones and

Jones (1990) make it clear that educators cannot justify

demeaning and hurting students while failing to provide

healthy alternatives to their misbehaviors. Instead of

using corporal punishment, Cangelosi (1993) suggests that

educators think of alternatives, act on alternatives, and

teach as many alternative behaviors to their students as

possible. Therefore, Ghanaian teachers who work in schools

where corporal punishment is the only option to discipline

a child can school leaders in modeling alternatives and

articulating their success.

Suspension, which is another form of punishment

administered by Ghanaian teachers, is used to satisfy

teachers' needs for punishing students while actually

failing to meet the developmental needs of the students.

Young students who are so out of control that they are

making it impossible for their teachers and classmates

to function, or are posing real danger to themselves, are

suspended not for one or two days but are sent home for

about three to five weeks. Sometimes the student receives

in-school suspension for about two weeks and is assigned

to hard manual labor that will keep him/her from attending

classes. This action from the teacher is not to deal with

the behavioral problem from the student and to create an

atmosphere in the classroom that is favorable for

instruction and concentration. Ghanaian teachers need

to know that children must attend school to learn and to

benefit from opportunities it offers to grow and improve.

"The ethics of interrupting the school attendance of

children without serious justification should be

questioned," say Johnson and Johnson (1990). Ghanaian

teachers must know that school interruptions have negative

consequences and carry no assurance that they will result

in improved attitudes or behaviors. Routine suspensions

by Ghanaian teachers for infractions that do not involve

serious loss of control or danger to anyone in the school

should be carefully examined by both school administrators

and the school districts. Active intervention and teaching

of alternative behaviors by Ghanaian teachers are likely

to be far more helpful to students and, in the long run,

to all the teachers who will be working with them in the

classroom.

The writer is of the opinion that some strategies

can be easily adopted by Ghanaian teachers. They will

have problems establishing and maintaining rules because

they are in authority. The use of reinforcement in the

classroom will hardly prove difficult because the attitude

of rewarding behaviors is prominent in Ghanaian tradition.

It is generally believed that good deeds beget good results,

and teachers will feel good rewarding students for

appropriate behaviors. Forming groups for social activities

and goals is very common in Ghanaian society. It is widely

practiced by both young and old, so the establishment and

maintenance of positive, productive, and smooth-running

classroom groups will easily be achieved. The setting

and maintaining of expectations, leadership, norms,

cohesiveness, and attraction in the classroom group will

be easy, and reality will be attained because both Ghanaian

teachers and students have had some informal experience

with these properties and procedures of a group.

Teacher educators in Ghana need to be aware of the

importance of the role which classroom management plays

in effective and efficient instruction. Teacher training

institutions should make an earnest effort to offer

prospective teachers the opportunity to develop the

strategies implied by the behavioral modification,

instructional, intimidation, authoritarian and permissive

approaches which have great potential for effectiveness

in the Ghanaian context. This does not necessarily imply

that the duration of the course offered in the teacher

training institutions be lengthened. The teacher educators

can attain the desired goal by making classroom management

a separate course to be taken compulsorily by all student teachers every year they spend in training. The course should be made progressively more detailed and comprehensive each year. Hopefully, by the time the teacher graduates with the appropriate qualification, he/she would be equipped with the desired management strategies.

Finally, whenever children are asked to evaluate their teachers, children almost always focus on teachers' affective qualities. Children, or even adults, who recall their early school experiences express gratitude for teachers who are patient, caring, loving, empathetic, and humorous. They also appreciate teachers who are firm, responsible, good role models, and attentive listeners (Johnson and Johnson, 1990). Ghanaian teachers should recognize that students do not cite rewards as one of the things they like most about teachers. Rewards, like punishments, are often not meaningful to students in general, sustained, positive interactions with teachers. Nor do rewards substitute for the power of teachers who are excellent role models. Hard work, patience, and perseverance, as expressed earlier, will help Ghanaian teachers to be better role models to their students in the classroom. This would be much better than having teachers who are militant dictators whose opinions and ideas are final and need not be questioned.

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